



# Narrative Writing Progression

Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

<b>Purpose:</b> The purpose of a narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.	<b>Examples of text types:</b> -Traditional and/or folk tales -Fairy tales -Stories set in historical contexts -Myths and legends -Stories with flashbacks -Stories set in fantasy words -Stories from different cultures -Narratives retold from another perspective	
<b>Audience:</b> Those who wish to be entertained.	<b>Knowledge for the writer:</b> -Listen to stories and narrative texts that use the features required for the writing. -Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. -Make plans and props based on the story structure or narrative that has been shared and that include key events, being sure that all the events lead towards the ending. -Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. -Make use of ideas from reading, e.g. using repetition to create an effect. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Think, say aloud then write sentences to tell the story or narrative. -Try to show rather than tell, for example, show how a character feels by what they say or do. -Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day -Reread the completed narrative aloud, for example, to a partner, small group or the teacher. -Share and discuss the narrative with others. -Edit, proofread and amend the writing based on the success criteria, personal thoughts and those of peers and teachers.	
<b>Generic Structure:</b> -This can be expressed simply as: <ul style="list-style-type: none"> <li>• opening that usually includes a setting and introduces characters</li> <li>• a series of events that build up</li> <li>• complication(s)</li> <li>• resulting events</li> <li>• resolution and ending.</li> </ul> -Although this structure is evident in many stories, it can be adapted, modified or expanded. Children will hear and read many different stories and will gain an understanding of the ways that authors vary narrative structure, for example; using time shifts or starting the story with an exciting incident and then 'back-tracking'. -They will learn that stories in a particular genre tend to have distinctive structures, e.g. adventure stories often have a series of 'cliff-hangers' before the final resolution. -Children's growing awareness of more complex narrative structures in the stories they read or listen to is likely to be ahead of their development as writers. The aim is for them to internalise the basic structure and use it to organise their creative ideas when writing their own, original stories, rather than being constrained by having to imitate a particular style of story.	<b>Genre progression</b>	
<b>Language and grammatical features</b>		<b>Text Features</b>
<b>EYFS (Orally and in simple sentences)</b>		
-Listen to new and familiar stories being told and read and discuss these with others -Be aware that a book has an author, i.e. someone is telling the story, e.g. <i>Julia Donaldson wrote 'The Gruffalo'</i> -Know that stories are about characters and join in conversation about their feelings, actions or motives -Identify and simply describe a character's appearance, referring to names and illustrations and using familiar words and phrases from the story, e.g. <i>The Gruffalo has knobbly knees and a poisonous wart at the end of his nose</i> -Know that a story is happening in a particular place, e.g. <i>The tiger comes to Sophie's house</i> -Identify settings by referring to illustrations and giving a simple description, e.g. <i>The three bears live in the woods. There are lots of trees in the woods.</i> -Turn stories into play using puppets, toys, costumes and props and imagine and re-create roles acting out possible conversations between characters -Re-tell narratives using patterns from listening and reading -Connect one idea to another to recognise some simple repeatable story structures, e.g. overcoming the monster (The Gruffalo) -Write simple words, phrases and sentences based on a story -Recognise some typical story language, e.g. ' <i>Once upon a time...</i> ' noticing word boundaries so that they are not blurred -Know when a story has begun and ended		
<b>Year 1</b>		
-Events are sequenced to create short narratives that make sense.	-Stories are often told/written in the <b>third person</b> and <b>past tense</b> e.g. <i>Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.</i>	- Identify the beginning, middle and end in stories, e.g. <i>know the very</i>

<p>-The main participants are human or animal.</p> <p>-Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>-‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p>	<p>-Personal recounts and retellings often use the <b>first person</b> and <b>past tense</b>, e.g. <i>I had tea at my Granny’s house on Saturday; We went to the park after school.</i></p> <p>-Simple sentences are demarcated using <b>full-stops</b>, <b>capital letters</b> and <b>finger spaces</b>.</p> <p>-<b>Capital letters</b> are used for the names of people, places and the days of the week.</p> <p>- <b>Capital letters</b> are used for the personal pronoun ‘I’</p> <p>-Use of <b>conjunctions</b> e.g. <i>and ...</i> to join ideas and create variety in the sentence structure.</p> <p>-Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. <i>Help! Oh no!</i></p> <p>-<b>Question marks</b> can be used to form questions, e.g. <i>I said to Mum can I have a biscuit? Who are you? said the wolf.</i></p> <p>-<b>Adjectives</b> are used to aid description of characters and settings.</p>	<p><i>hungry caterpillar starts off small, then eats and becomes a cocoon and finally becomes a butterfly</i></p> <p>-Notice how speech is presented in text,</p>
<p><b>Year 2 build on previous year’s learning and...</b></p>		
<p>-Events are sequenced to create narratives that make sense.</p> <p>-The main participants are human or animal. They are simply developed as either good or bad characters.</p> <p>-Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>-Language choices help create realistic sounding narratives. e.g. <i>adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</i></p>	<p>-The <b>past progressive</b> form of verbs can be used, e.g. <i>the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her...</i></p> <p>-The <b>present progressive</b> form of verbs can be used, e.g. <i>I am looking for the treasure</i></p> <p>-<b>Apostrophes can be used for possession</b> in singular nouns, e.g. <i>Granny’s house, baby bear’s bed.</i></p> <p>-<b>Apostrophes to show contraction</b> can be used, e.g. <i>Goldilocks couldn’t believe her eyes.</i></p> <p>-Sentences are demarcated using <b>full-stops</b>, <b>capital letters</b> and <b>finger spaces</b>.</p> <p>-Use of <b>conjunctions</b>, e.g. <i>and, so, because, when, if, that, or, but ...</i> to join ideas and enable subordination of ideas.</p> <p>-Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock e.g. <i>Help! Oh no!</i> and to form <b>exclamative sentences</b>, e.g. <i>How amazing was that! What an incredible sight!</i></p> <p>-<b>Question marks</b> can be used to form questions, including <b>rhetorical questions</b> used to engage the reader.</p> <p>-<b>Adjectives</b> including <b>comparative adjectives</b> are used to aid description and make comparisons, e.g. <i>the troll was big but the eldest Billy Goat Gruff was bigger.</i></p> <p>-<b>Noun phrases</b> can be used to create effective descriptions, e.g. <i>the deep, dark woods.</i></p> <p>-<b>Commas</b> can be used to separate lists of characters, ideas and adjectives in expanded noun phrases.</p> <p>-<b>Verbs should be chosen for effect</b> e.g. <i>walked instead of went, grabbed instead of got etc.</i></p> <p>-<b>Adverbs</b> can be used to describe how actions are performed eg <i>Goldilocks crept quietly</i></p>	<p>-Identify the sequence: opening – something happens – events to sort it out – ending where things are resolved</p>
<p><b>Year 3 build on previous year’s learning and...</b></p>		
<p>-Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <p>-Events are sequenced to create chronological plots through the use of adverbials and prepositions.</p> <p>-Descriptions, including those of settings, are developed through the use of adverbials, e.g. <i>in the deep dark woods...</i></p> <p>-Narratives use typical characters, settings and events whether imagined or real.</p> <p>-Dialogue begins to be used to convey characters’ thoughts and to move the narrative forward.</p> <p>-Language choices help create realistic sounding narratives. e.g. <i>adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</i></p>	<p>-The use of <b>subordinating conjunctions</b> e.g. <i>when, before, after, while, so, because...</i> enables time and causation to be included in the narrative and multi-clause sentences to begin to be used</p> <p>-Using <b>prepositions</b> and <b>adverbs</b> e.g. <i>before, after, during, after, before, in, because of...</i> enables the passage of time to be shown in the narrative and the narrative to be moved on.</p> <p>-<b>Present perfect</b> form of verbs can be used within dialogue or a character’s thoughts, e.g. <i>What has happened to us? What have you done? They have forgotten me...</i></p> <p>-<b>Inverted commas can be used to punctuate direct speech</b> this allows characters to interact and the story to be developed.</p> <p>-<b>Apostrophes can be used for possession</b> in singular and plural nouns, e.g. <i>Granny’s house, the three bears’ house</i></p> <p>-<b>Noun phrases</b> can be used to create effective descriptions, e.g. <i>the deep, dark woods.</i></p> <p>-<b>Verbs</b> and <b>adverbs</b> should be chosen for effect e.g. <i>shouted/muttered instead of said; angrily/quietly etc.</i> to show rather than tell how characters feel and behave.</p> <p>-<b>Cohesion</b> can be created, and repetition avoided through the use of nouns and <b>pronouns</b> e.g. <i>Sammy and John... they... the boys...</i></p>	<p>-Identify, discuss and create settings, plots and characters</p> <p>-Consolidate an understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story</p> <p>-Plan and write stories organised into sections, ensuring that the sequence is clear</p> <p>-<b>Paragraphs</b> are used for organising the narrative into logical sections, e.g. <i>paragraphs about the setting or characters, or paragraphs used to denote the passage of time.</i></p>
<p><b>Year 4 build on previous year’s learning and...</b></p>		
<p>-Events are sequenced to create chronology through the use of adverbials and prepositions</p> <p>-Descriptions, including those of settings, are developed through the use of adverbials, e.g. <i>in the deep dark woods...</i></p>	<p>-The <b>third person</b> and <b>past tense</b> are used. This can include the <b>past progressive</b> e.g. <i>the Billy Goats Gruff were eating</i>, and <b>present perfect</b> e.g. <i>What have you done?</i></p> <p>-<b>Standard English</b> forms of verb inflections are used instead of local spoken forms, e.g. <i>‘we were’ instead of ‘we was’, ‘we did that’ rather than ‘we done that’</i></p> <p>-<b>Fronted adverbials</b> can be used e.g. <i>During the night..., in a distant field...</i> These should be punctuated using a comma.</p>	<p>- Identify, discuss and create more complex settings, plots and characters</p> <p>-Develop an understanding of story structure, recognising the stages of</p>

<p>-Narratives use typical characters, settings and events whether imagined or real.</p> <p>-Dialogue is used to convey characters' thoughts and actions and to move the narrative forward.</p> <p>-Language choices help create realistic sounding narratives. <i>e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</i></p>	<p>-<b>Cohesion</b> can also be created, and repetition avoided through the use of <b>nouns and pronouns</b> <i>e.g. Sammy and John... they... the boys...</i></p> <p>-<b>Verbs and adverbs</b> should be chosen for effect <i>e.g. shouted/muttered instead of said; angrily/quietly etc.</i> to show rather than tell how characters feel and behave.</p> <p>-The use of <b>subordinating conjunctions</b> <i>e.g. when, before, after, while, so, because...</i> enables time and causation to be included in the narrative and multi-clause sentences to be formed.</p> <p>-Using <b>prepositions and adverbs</b> <i>e.g. before, after, during, after, before, in, because of...</i> enables the passage of time to be shown in the narrative and the narrative to be moved on.</p> <p>-Descriptions can be developed through the effective use of <b>expanded noun phrases</b> <i>e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).</i></p> <p>-The full range of <b>speech punctuation</b> can be used to indicate dialogue as this allows characters to interact and the story to be developed.</p> <p>-Apostrophes can be used to indicate <b>plural possession</b> and irregular singular and plural nouns <i>e.g. The girls' names, the children's mother, the aliens' spaceship.</i></p>	<p>a story: introduction, build-up, climax or conflict, resolution</p> <p>-<b>Paragraphs</b> are used for organising the narrative into logical sections</p> <p>-Start to appreciate that chronology does not always run smoothly, e.g. some events are skimmed over, others are told in more depth</p>
<p><b>Year 5 build on previous year's learning and...</b></p>		
<p>-Narratives are told sequentially and nonsequentially (<i>e.g. flashbacks</i>) through the use of adverbials and prepositions.</p> <p>-Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices to enhance mood and create pace <i>e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</i></p> <p>-Dialogue is used regularly to convey characters' thoughts and to move the narrative forward.</p> <p>-Select and use appropriate grammar and vocabulary choices, understanding how they can change the meaning of the narrative.</p> <p>-Speech can be written as direct or reported.</p>	<p>-The correct tense is used throughout the narrative</p> <p>-Opportunities also exist for the use of the <b>past perfect</b> <i>e.g. The children <u>had tried</u>...earlier in the day, the goblins <u>had hidden</u>...</i> and <b>past perfect progressive</b> forms <i>e.g. the children <u>had been searching</u>... they <u>had been hoping</u> to find the treasure since they started on the quest ...</i></p> <p>-<b>Adverbials</b> can be used <i>e.g. therefore, however</i> to create <b>cohesion within and across paragraphs</b>. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).</p> <p>-<b>Modals can be used to suggest degrees of possibility</b>, <i>e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to...</i></p> <p>-<b>Adverbs of possibility</b> can be used to suggest possibility, <i>e.g. They were <u>probably</u> going to be stuck there all night..., they were <u>definitely</u> on the adventure of a lifetime...</i></p> <p>-<b>Parenthesis</b> can be used to add additional information through the use of <b>brackets, dashes or commas</b> <i>e.g. using brackets for stage instructions in a playscript.</i></p> <p>-<b>Relative clauses</b> can be used to add further information, <i>e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest...</i> This should include the use of commas when required.</p> <p>-<b>Commas</b> are used to clarify meaning or avoid ambiguity.</p> <p>-Use a range of devices to build <b>cohesion within and across paragraphs</b>, including adverbials and tense choices.</p>	<p>-Recognise that story structure can vary in different types of story and that plots can have high and low points</p> <p>-<b>Layout devices can be used</b> to provide additional information and guide the reader, <i>e.g. Chapter 1, How it all began..., The story comes to a close...</i></p>
<p><b>Year 6 build on previous year's learning and...</b></p>		
<p>-Narratives are told sequentially and nonsequentially (<i>e.g. flashbacks</i>) through the use of adverbials and prepositions.</p> <p>-Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices to enhance mood, clarify meaning and create pace <i>e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</i></p> <p>-Dialogue is used to convey characters' action and to move the narrative forward.</p>	<p>-By writing for a specified audience and with a particular purpose in mind, the writer can choose between <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> <i>e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.</i></p> <p>-<b>The passive voice</b> can be used <i>e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.</i></p> <p>-<b>Modals</b> are used to suggest degrees of possibility, <i>e.g. They <u>should</u> never have...If they were careful, the children <u>might</u> be able to...</i></p> <p>-Writers may use conditional forms such as the <b>subjunctive form</b> to hypothesise, <i>e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</i></p> <p>-<b>Past perfect</b> form can be used to indicate specific points in time <i>e.g. the children <u>had searched</u>... I <u>had dreamed</u> of riding a unicorn all my life...</i></p> <p>-Create <b>cohesion within and across paragraphs</b> using a wider range of cohesive devices such as organisational features, repetition, pronouns, nouns, adverbials and ellipsis</p> <p>-Choose to use <b>repetition</b> or <b>ellipsis</b> for effect.</p> <p>-<b>Colons, semi-colons and dashes</b> can be used to separate and link ideas.</p> <p>-<b>Hyphens</b> are used to avoid ambiguity</p> <p>-<b>Expanded noun phrases</b> convey complicated information concisely <i>e.g. the curly-haired girl instead of the girl with the curly hair</i></p> <p>-Use <b>ellipsis</b> to show the omission of a word or phrase which is expected or predictable.</p>	<p>-Develop more complex narrative structures, e.g. an additional dilemma before the hero achieves their goal or add a flashback</p>

